



**Maidenhill
School**



APPLICANT PACK

**TEACHER OF
MATHEMATICS**

**FEBRUARY
2025**



Dear Applicant,

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size to be oversubscribed from September 2024 with c.750 students on roll. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people.

We want our students to be equally supported and challenged during the five years they spend with us and for them to enjoy their time with us as we nurture them to become confident, happy and successful young adults. We are deeply ambitious for every individual and upon leaving us, we are determined they will be able to access the very best opportunities in further and higher education.

As a school we want to become ever more outward-looking, broadening our links and partnerships to further develop Maidenhill School as a learning hub for the wider community. The governors and I are clear that we want Maidenhill School to be the 'school of choice' for parents and young people.

Most Recent Staff Survey – (completed anonymously by ALL staff):

- 100% staff (teaching and non-teaching) state that they enjoy working at Maidenhill
- 100% staff (teaching and non-teaching) state they would recommend Maidenhill as a place of work

We are seeking to appoint a talented, committed and inspirational teacher. We are a school where we pride ourselves in knowing our students really well. By working closely together as a team we can ensure individual student achievement is at the heart of everything we do. This is an opportunity for an outstanding mathematics teacher and for someone who wants to broaden their skills as you can, and will be, fully involved in all aspects of our school's life. You will be joining a committed team, ably led by an enthusiastic Head of Subject.



The successful applicant will

- * Be an exceptional mathematics teacher, able to teach to GCSE grade 9
- * Have a passion for their and an enthusiasm for teaching and learning
- * The ability to teach GCSE Statistics would be advantageous
- * Have student achievement at the heart of everything they do
- * Be committed to the all-round development of the student
- * Enjoy teaching students of all abilities, stretching and challenging all students to achieve their personal best
- * Employ a range of teaching strategies appropriate to the age, ability and level of students
- * Be able to create an attractive and stimulating learning environment
- * Have the drive and ability to raise the profile of the subject within and outside school

This post would suit either an Early Careers Teacher (ECT) or an experienced colleague. We have a 'New Staff Induction Programme' for all staff that join our school and ECTs are fully supported by both a subject mentor and our Deputy Head who leads staff development.

If, having read the job description, person specification and information about the department, you would like to speak to someone further about the post and/or come for a guided tour, please get in touch via my PA Nathaëlle Bessière on nbessiere@maidenhill.gloucs.sch.uk If you are interested in applying for this position, please complete the application form and submit it with a covering letter to vacancies@maidenhill.gloucs.sch.uk by **Monday 10th February at 9am**. The letter should be no more than two sides of A4 and no less than size 12 font. If enough applications are received, it's likely we may close for applications earlier than the stated date.

We look forward to reading your application and meeting you at interview.

Yours sincerely,



Andy Hunter
Head Teacher



Position: Teacher of Mathematics

Contract: Permanent

Hours: Full time

Salary: MPS/UPS

Start date: September 2025, or 1st July for an ECT

Deadline for applications: Monday 10th February 2025 at 9am

Interview date: Thursday 13th February 2025



Mathematics at Maidenhill School

You would be joining an enthusiastic, cohesive and committed team who work closely together daily. Decisions are made collectively with everyone having an input into the process. The department has grown in strength over recent years, and our maths results have improved year on year with us attaining a positive progress figure for the first time in summer 2024. Our maths department is currently made up of six specialist maths teachers. This role is an exciting opportunity for an early career teacher or an experienced colleague looking to develop further their teaching and repertoire of experiences and skills.

Maidenhill is committed to developing a team of staff, teaching and non-teaching, who continuously strive to improve their practice to secure students' best possible outcomes. In mathematics, we are implementing mastery principles within our curriculum and teaching. To support this, we are working closely with the GLOW maths hub through significant staff participation in workgroups and network meetings; there would be opportunities for new staff to take part.

The maths department welcomes candidates that are interested in launching new initiatives aimed at enhancing teaching and learning outcomes for our students. These initiatives will focus on innovative pedagogical strategies and collaborative planning sessions, with the opportunity to lead on professional development workshops both in department and whole school. Additionally, for those interested in furthering their professional qualifications, we would be open to enrolling you onto the National Professional Qualification (NPQ) program. This initiative not only aligns with our commitment to academic excellence but also fosters a culture of continuous improvement, empowering our teachers to inspire and engage students effectively in their mathematical journeys. Together, we can create a more enriching educational experience that elevates the standard of teaching in our maths department.

All maths teachers currently teach across the age and ability range to ensure a balanced timetable. As a department, we also offer Statistics at GCSE and we are tailoring the course to ensure both higher and foundation students can opt for this during our choices process. We have a suite of five recently decorated rooms, each equipped with a projector, visualiser and graphics tablet. They are soon to be fitted with riser desks and as a school we're committed to ensuring teaching and learning takes place in a quality environment.

Students are taught in sets across all year groups. We endeavour to maintain small class sizes in all sets to be flexible and move students around based on their performance and needs. At Maidenhill, we focus on teaching individuals, and in our small school, our teachers can get to know their students' strengths and weaknesses exceptionally well. Across KS3 we work closely with the SEND department to ensure that students who are not making the expected progress have the opportunity to engage in intervention sessions overseen by our lead for SEND numeracy.

We have a full range of abilities at Maidenhill. Our most able students participate in the UKMT maths challenges and team events and students are now regularly achieving gold, silver and bronze certificates, as well as being invited for the follow-on round. To promote Mathematics across the school, we continue to run SPARX maths competitions, primary school maths teaching workshops, intercommunity maths challenges as well as trips and visits.

Mr J Sansom,

Associate Assistant Headteacher, Leader of Mathematics



Teacher

Job Title: Subject Teacher

Responsible to: Subject Leader; Senior Leadership Team

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the relevant teachers' job description. All teachers are expected to meet the Teacher Standards to a level appropriate to their experience and pay. Teachers on the upper pay scales are expected to make a significant and sustained wider contribution to the school which includes working with and leading other adults. (See Performance Management Policy and Pay Policy)

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning in line with all departmental and school policies.
- To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with school policy, and to adjust teaching and interventions to enable all students to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Every Child Matters agenda and Safeguarding Procedures

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage student learning through effective teaching and learning in accordance with the department's schemes of learning and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
4. Set and mark homework regularly, (in accordance with the School Homework policy), to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with EAL/SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including students identified as more able, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.



7. Work within the Assessment for Learning approach, using clear and precise learning objectives and defining criteria for success and progress for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Development Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Contribute to the development of the whole child with particular reference to the development of personal learning and thinking skills (PLTS)
11. Contribute to the development of students' literacy and numeracy in line with school policy and expectations.
12. Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
13. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
2. Track student progress, monitoring achievement against targets set, and take appropriate action and intervention on student outcomes.
3. Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of Individual Education Plans as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence and lateness should be reported immediately in accordance with the School policy and practice
7. Record rewards and consequences in line with school policy.



Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge, and understanding of the National Curriculum programmes of study, where appropriate, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use and development of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

Professional Standards and Development

1. Be a role model to students through personal presentation and professional conduct.
2. Arrive in class, at or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, SEND, Teaching and Learning, Assessment for Learning, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'Every Child Matters' to implement the Children Act 2004, and the role of the education service in protecting children.
8. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEND Code of Practice and Disability Discrimination Act, SEND policy etc
11. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
 - have SEND;
 - be more able, (HAP)
 - are not yet fluent in English;
 - are eligible for Pupil Premium



Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
2. Be proactive in establishing routines with students that develop their understanding of health and safety issues both within and beyond the subject area
3. Co-operate with the subject leader and the employer on all issues to do with Health, Safety and Welfare, including the reporting to the line manager or SLT of any dangerous situations in the work place, or any perceived shortcomings in health and safety arrangements
4. Have an understanding of visits’ procedures and the relevant actions to take when planning out of school activities

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use ‘gained time’ by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional student support or any activity reasonably directed by the Head Teacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially Early Career Teachers and intending teachers
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B: Every subject teacher will be expected to have responsibilities within our Tutoring System

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties.

Staff Signature: _____

Head Teacher: _____

Date: _____



Teacher of Mathematics

Criteria	Essential	Desirable	Evidence
Qualifications	Degree in maths or maths related subject	Further professional qualification	AF, R
	Teaching qualification and QTS	Record of effective CPD in T&L and subject knowledge	AF
Knowledge and experience	Successful experience of teaching KS3 and KS4 maths	Successful experience of teaching KS4 Statistics	AF, R, I
	Ability to teach maths to GCSE grade 9		L, O, I
		Experience of pastoral/tutor role	AF, L, I
Skills and abilities	Ability to deliver exciting, engaging and interactive lessons to students of all ages		O
	Ability to challenge and support students of all abilities		O
	Excellent classroom management		O, R
	Excellent ICT skills for planning, data analysis and use in the classroom		L, O
	Excellent organisation/ resource management	Ability to prioritise, plan and remain organised	O, L, R
	Excellent communication / interpersonal skills with students, staff and parents		L, O, I
	Ability to inspire and motivate students		L, O, I
	Understanding of safeguarding and promoting welfare issues		R, I

Person specification



PERSON SPECIFICATION

Teacher of science

Criteria	Essential	Desirable	Evidence
Personal qualities	Excellent record of attendance and punctuality		R
	Reflective approach to learning and teaching		L, I
	Understanding the importance of monitoring and evaluation		L, I
	Excellent role model to students, parents and staff		R, O, I
	Positive and energetic		R, O, I
	Enthusiasm for subject and teaching		R, O, I
	Sense of humour and fun		R, O, I
	Team player		R, O, I
	A 'can do' and 'solution focussed' attitude to life	A willingness to contribute to extra-curricular activities	R, O, I

- AF Application form
- L Letter of application
- O Observation
- R Reference
- I Interview

Person specification

